



Hilton Head Island Middle

55 Wilborn Road
Hilton Head Island, SC

Grades	6-8 Middle School	
Enrollment	931 Students	
Principal	Jim Shirley	843-689-4500
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Average
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

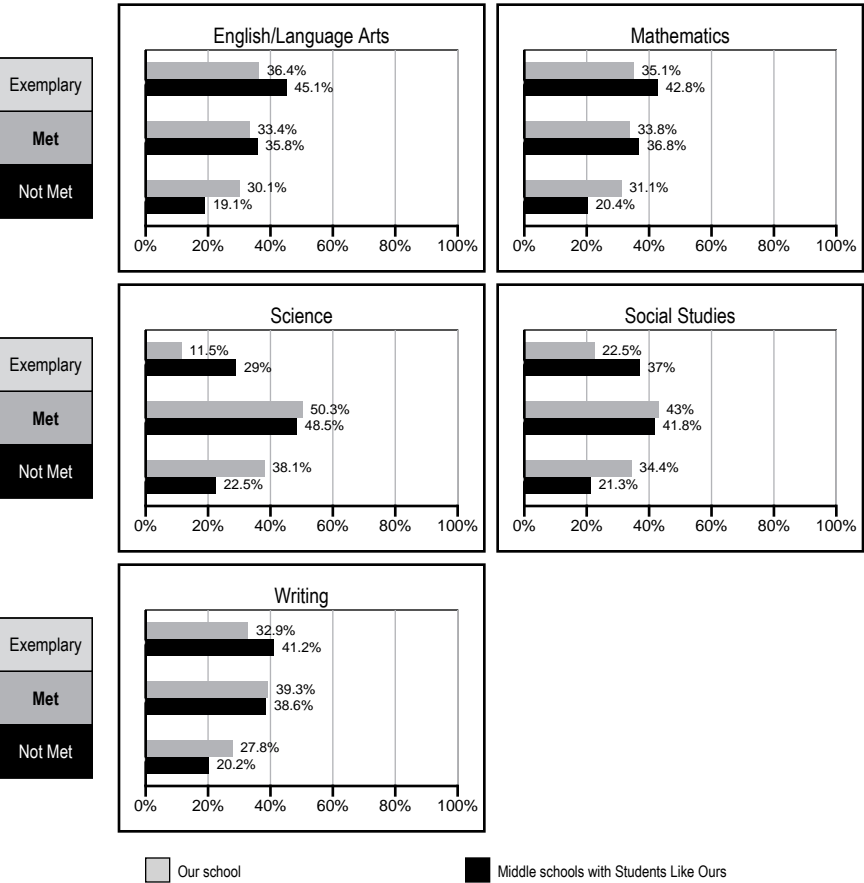
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	8	3	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.7%
English 1	N/A	97.8%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=931)				
Students enrolled in high school credit courses (grades 7 & 8)	13.3%	Down from 24.1%	28.7%	21.6%
Retention rate	1.6%	Down from 2.2%	1.0%	1.2%
Attendance rate	96.0%	Down from 96.3%	96.4%	95.9%
Eligible for gifted and talented	23.1%	Up from 22.9%	25.0%	14.8%
With disabilities other than speech	9.5%	Down from 12.1%	9.4%	12.6%
Older than usual for grade	2.3%	No Change	0.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 6.7%	0.9%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	59.1%	Down from 70.1%	57.5%	56.9%
Continuing contract teachers	66.7%	Down from 74.6%	80.0%	72.7%
Teachers with emergency or provisional certificates	3.7%	Up from 1.7%	2.5%	5.3%
Teachers returning from previous year	83.7%	Down from 86.1%	83.8%	82.9%
Teacher attendance rate	96.1%	Up from 95.8%	95.2%	95.2%
Average teacher salary*	\$48,670	Down 4.3%	\$48,565	\$46,599
Professional development days/teacher	14.1 days	No Change	9.0 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	8.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 18.6 to 1	22.4 to 1	20.1 to 1
Prime instructional time	90.4%	Down from 90.8%	90.5%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Down from 99.6%	96.0%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,610	Up 6.0%	\$6,693	\$7,645
Percent of expenditures for instruction**	70.2%	Up from 69.6%	63.3%	63.4%
Percent of expenditures for teacher salaries**	56.5%	Down from 68.1%	59.6%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Report Card Narrative:

Once again we started the year with orientation to middle school for all students. Stingray 101 was designed by the staff to enable student success and address issues such as bullying, character building, and the challenges of the middle school years.

Our school was renovated inside and out over the summer to include a new front entrance and office area, new gym floor, renovated bathrooms, interior painting, renovated locker rooms, and upgraded HVAC systems, etc. Computerized whiteboards (Promethean Boards) were installed in all classrooms and all teachers were provided laptop computers.

We had 34 8th grade students who qualified as South Carolina Junior Scholars thru their PSAT scores, and 4 7th graders who qualified for state recognition for the Duke Talent Identification Program. We inducted 73 8th graders into the National Junior Honor Society and recognized 135 students as Stellar Stingrays. Over 140 students attended the Extended Learning Days in October. Special programs have been developed this year for the LEP (Limited English Proficient) students (approx 27% of the total student body) to facilitate their learning of English and enable the LEP students to be successfully mainstreamed. Improving our school's State test scores is the principle goal of our 5 Year Strategic Plan

Our students brought home many trophies and awards this year from their participation in Model United Nations Team, Chess Club, Band, Orchestra, Chorus, and many sports teams. One 6th grade student won the grand prize at the Regional Science Fair and 17 of our students won regional level Science Fair awards. Many of our students were recognized by local organizations including Rotary Club and rewarded by our community.

Teachers were involved in professional development throughout the year to improve teaching methods, enhance technology skills, and differentiate the curriculum. We had 2 teachers attain Gifted and Talented certification this year bringing our total to 14, and we have 9 National Board Certified teachers.

Our outstanding PTA, SIC and Sports Booster Club continue to generously support the school. All of the parent support groups and countless hours of volunteer time make our school a wonderful and thriving place for Stingray students.

We would like to extend our thanks and appreciation to Ms. Sherry DeSimone for her years of dedication to our students and school. We welcome Mr. James Shirley, our new principal. We remain dedicated to continued progress in our academic achievement goals in the next school year in support of the Districts 2008 Strategic Plan.

Thomas A. Vater, SIC Chair
Dr. Randall Wall, Interim Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	74	234	83
Percent satisfied with learning environment	83.8%	75.5%	89.2%
Percent satisfied with social and physical environment	83.8%	78.9%	78.3%
Percent satisfied with school-home relations	78.4%	82.8%	82.7%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 24 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	4.6%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	911	99.9	30	33.6	36.4	78.7	81.8	82.8	Yes	Yes
Gender										
Male	469	99.8	35.3	33.9	30.8	75.2	78.2	79.3	N/A	N/A
Female	442	100	24.5	33.3	42.2	82.3	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	491	100	12.5	32.7	54.8	92.6	92.4	89.5	Yes	Yes
African American	143	100	53.2	33.3	13.5	61	71.8	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	269	99.6	50.2	35.7	14.1	62.4	72.4	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	82.5	I/S	I/S
Disability Status										
Disabled	82	100	72	23.2	4.9	39	41.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	237	99.6	53.6	35.3	11.2	59.4	68.1	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	266	100	54.7	33.6	11.7	58.2	73.3	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	911	99.9	33.7	36.8	29.5	74	77.3	78.9	Yes	Yes
Gender										
Male	469	100	36.4	35.3	28.3	72.3	75.8	77	N/A	N/A
Female	442	99.8	30.9	38.4	30.7	75.7	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	491	100	15.1	37.4	47.6	88.7	89.8	87.2	Yes	Yes
African American	143	100	63.1	31.9	5	48.9	62.7	66.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	269	99.6	52.5	38	9.4	60	71	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	79.5	I/S	I/S
Disability Status										
Disabled	82	100	81.7	15.9	2.4	24.4	37.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	237	99.6	54.5	37.5	8	58.9	69.1	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	266	100	60.2	31.3	8.6	54.3	66.9	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	607	99.7	38.1	50.4	11.5	61.9	66.1	67.5
Gender								
Male	313	99.4	38.9	48	13.1	61.1	66.1	67
Female	294	100	37.2	53	9.8	62.8	66.1	68
Racial/Ethnic Group								
White	323	99.4	18.4	62.6	19	81.6	82.9	79.5
African American	99	100	57.1	39.8	3.1	42.9	48.1	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	180	100	62.5	34.1	3.4	37.5	54.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	71.2
Disability Status								
Disabled	61	96.7	N/AV	N/AV	N/AV	22	28.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	157	100	66	31.4	2.6	34	49.9	59.6
Socio-Economic Status								
Subsided meals	181	100	60.7	35.4	3.9	39.3	51.8	55.1

Social Studies

All Students	607	99.8	34.5	43.1	22.5	65.5	70.3	72.3
Gender								
Male	310	100	34.8	40.2	25	65.2	70	71.5
Female	297	99.7	34.1	46	19.9	65.9	70.6	73.2
Racial/Ethnic Group								
White	327	100	15.9	51.1	33	84.1	82.6	80.7
African American	89	100	56.8	37.5	5.7	43.2	58.2	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	186	99.5	57.1	32.2	10.7	42.9	60	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	72.2
Disability Status								
Disabled	53	100	67.9	28.3	3.8	32.1	36.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	163	99.4	60	29.7	10.3	40	56.2	67.9
Socio-Economic Status								
Subsided meals	180	100	59	34.1	6.9	41	58.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	918	99.1	27.5	39.5	33	72.5	68.6	70.2	96	96.4
Gender										
Male	475	99	33.1	39.7	27.2	66.9	61.3	63.2	95.5	96.3
Female	443	99.3	21.6	39.2	39.2	78.4	76.2	77.5	96.7	96.6
Racial/Ethnic Group										
White	490	99	10.8	38.8	50.4	89.2	82.7	79.1	96.5	96.4
African American	149	98.7	48.3	37.9	13.8	51.7	54.5	57.6	95.9	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	86.1	86.2	97.4	97.1
Hispanic	271	99.6	47.1	41.6	11.3	52.9	57.4	62.6	95.3	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70	68.7	N/A	96.3
Disability Status										
Disabled	85	95.3	72.8	24.7	2.5	27.2	23.8	26.1	94.9	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	239	99.6	48.7	42.9	8.4	51.3	53.1	61.2	95.3	96.6
Socio-Economic Status										
Subsidized meals	275	99.3	52.1	36.5	11.4	47.9	55.9	58.9	95.1	96.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	316	99.7	25.2	34.2	40.5	74.8
	7	303	100	35.5	32.1	32.4	64.5
	8	292	100	29.5	34.5	36	70.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	316	100	30.9	36.2	32.9	69.1
	7	303	100	35.5	37.9	26.6	64.5
	8	292	99.7	34.9	36.3	28.8	65.1
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	158	100	39	57.1	3.9	61
	7	303	99.7	40.3	50.5	9.2	59.7
	8	146	99.3	32.4	42.6	25	67.6
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	158	100	18.9	60.8	20.3	81.1
	7	303	100	45.9	32.3	21.8	54.1
	8	146	99.3	27	46.8	26.2	73
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	318	99.1	22.8	38	39.3	77.2
	7	307	99	29.1	43.6	27.4	70.9
	8	293	99.3	31.1	36.8	32.1	68.9

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